

## **STATE BOARD OF EDUCATION (SBE) DUTIES IN LAW**

### **SBE Overall Duties Under RCW 28A.305.130**

1. Provide advocacy and strategic oversight of public education;
2. Provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles;
3. Promote achievement of the goals of RCW [28A.150.210](#) (Basic education);
4. Implement a standards-based accountability framework that creates a unified system of increasing levels of support for schools in order to improve student academic achievement; including:
  - a. Performance improvement goals in reading, writing, science and mathematics (other areas for performance goals may be considered such as those for students for high school graduation rates, dropout reduction, student attendance, career and technical education programs, different groups of students such as ELL, racial/ ethnically diverse, economically disadvantaged) – all goals must be presented to legislative education committees.
  - b. Identify the scores students must achieve in order to meet the standard on the Washington assessment of student learning and, for high school students, to obtain a certificate of academic achievement. The board shall also determine student scores that identify levels of student performance below and beyond the standard.
  - c. Annually review the assessment reporting system to ensure fairness, accuracy, timeliness, and equity of opportunity, especially with regard to schools with special circumstances and unique populations of students, and a recommendation to the superintendent of public instruction of any improvements needed to the system.
  - d. Include, in the joint biennial report with the PESB, information on the progress that has been made in achieving goals adopted by the board;
5. Approve, subject to the provisions of RCW [28A.195.010](#), private schools carrying out a program for any or all of the grades kindergarten through twelve;
6. Articulate with the institutions of higher education, workforce representatives, and early learning policymakers and providers to coordinate and unify the work of the public school system.

### **SBE Duties for High School Graduation Requirements or Equivalencies Under RCW 28A.230.090**

1. Establish high school graduation requirements or equivalencies for students, except those equivalencies established by local high schools or school district. The purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner.
2.
  - a. Enforce minimum high school graduation requirements, the state board shall periodically reevaluate the graduation requirements and shall report such findings to the legislature in a timely manner as determined by the state board.
  - b. Reevalue the graduation requirements for students enrolled in vocationally intensive and rigorous career and technical education programs, particularly those programs that lead to a certificate or credential that is state or nationally recognized. The purpose of the evaluation is to ensure that students enrolled in these programs have sufficient opportunity to earn a certificate of academic achievement, complete the program and earn the program's certificate or credential, and complete other state and local graduation requirements.

- c. Forward any proposed changes to the high school graduation requirements to the education committees of the legislature for review and to the quality education council established under RCW 28A.290.010. The legislature shall have the opportunity to act during a regular legislative session before the changes are adopted through administrative rule by the state board. Changes that have a fiscal impact on school districts, as identified by a fiscal analysis prepared by the office of the superintendent of public instruction, shall take effect only if formally authorized and funded by the legislature through the omnibus appropriations act or other enacted legislation.

### **SBE Waivers for Educational Restructuring Programs Under RCW 28A.655.180**

The state board of education, where appropriate, or the superintendent of public instruction, where appropriate, may grant waivers to districts from the provisions of statutes or rules relating to: the length of the school year; student-to-teacher ratios; and other administrative rules that in the opinion of the state board of education, or the opinion of the superintendent of public instruction may need to be waived in order for a district to implement a plan for restructuring its educational program or the educational program of individual schools within the district.

### **SBE Duties for Basic Education Act – Program Requirements Under RCW 28A.150.220**

1. Define alternatives to classroom instructional time for students in grades nine – twelve;
2. Determine annual average instructional hours for districts including fewer than twelve grades;
3. Adopt rules to ensure program compliance with basic education; basic education act goals, EALRs, 1,000 hours of instruction (450 for kindergarten until full day fully implemented), 180 days of instruction, basic education for kindergarten through 12<sup>th</sup> grade for ages five through twenty.

### **SBE Duties for an Accountability System Under Chapter 28A.657 RCW**

The Legislature assigned the SBE responsibility and oversight for creating an accountability framework and, therefore, shall:

1. Refine the development of an accountability framework that creates a unified system of support for challenged schools, aligns with basic education, increases the level of support based upon the magnitude of need, and uses data for decisions.
2. Develop an accountability index to identify schools and districts for recognition, for continuous improvement, and for additional state support.
3. Annually recognize, in cooperation with the Office of the Superintendent of Public Instruction (OSPI), schools for exemplary performance as measured on the SBE accountability index.
4. Annually designate districts as required action districts that have been recommended by the OSPI.
5. Approve required action plans submitted by required action school districts. The plans must meet the requirements and provide sufficient remedies to address the findings in the academic performance audits to improve student achievement.
6. Release school districts from designation as required action districts upon confirmation that the districts have met the requirements for release.
7. Maintain ongoing collaboration with the Achievement Gap Oversight and Accountability Committee regarding the measures used to measure the closing of the achievement gaps and the recognition provided to the school districts for closing the achievement gaps.